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High Energy	Creativity	Discussion Area	Rapid Learners
Large Vocabulary	Testing Factor	Case Studies	Gifted
	Parent Role	Teacher Role	Psychologist

17. ABSTRACT (MAX. 250 WORDS)

In identifying the gifted child, the teacher should be alert to whether the child learns easily and rapidly. Another factor that can be used to help identify the gifted is a child's high energy and a large vocabulary. Also important are the child's unusual power of observation, intellectual curiosity, unusual power of concentration, and creative or unusual ideas. Testing should be used for all gifted pupils in order to determine more accurately the level and character of their intellectual functioning.

Contacts with the parents are necessary because they assist parents in working properly with the child and they secure information which will be of service in planning the child's educational experiences.

Areas suggested to discuss with parents were listed and included such subjects as academic achievements, hobbies, attitudes toward the schools, and motivational problems. Forms used for gathering information about the gifted child asked for basic information, the child's history, a health report, and a pupil interest survey.

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction
Bureau of Secondary Education
Sacramento 14, California

THE SCHOOL PSYCHOLOGIST AND THE EDUCATION OF GIFTED CHILDREN

A statement by the Gifted Child Committee of the California Association of School Psychologists and Psychometrists, dealing with responsibilities of the school psychologist.

September, 1962

ROY E. SIMPSON
Superintendent of Public Instruction
and Director of Education

RICHARD M. CLOWES
Associate Superintendent of
Public Instruction and
Chief, Division of Instruction

This document was planned by the Committee on the Gifted of the California Association of School Psychologists and Psychometrists to assist school psychologists and other school personnel in the development and implementation of programs for the gifted. The ideas are necessarily brief. It is hoped that the materials dealing with identification, work with parents, case study content, and curriculum improvement may be improved as psychologists throughout the state apply their own creative gifts and talents to the problems.

Committee members:

Clarice Bennett
Marcella Bonsall
Donald Kincaid
Leon Lessinger
Mabel Purl
Jean Wiener
Ruth Martinson, Chairman

The Division of Instruction, California State Department of Education, appreciates the work of the Gifted Child Committee. Suggestions for revising this handbook may be addressed to Ruth Martinson, Chairman of the Committee or to Paul Plowman or Joseph Rice, Consultants in the Education of the Gifted, State Department of Education, Sacramento 14. Ruth Martinson's address is Long Beach State College, Long Beach 4.

CONTENTS

1. Screening and identifying gifted pupils

- 1.1 Contribution of parents to identification
- 1.2 Factors for which teachers should be especially alert
- 1.3 Testing
- 1.4 When to identify
- 1.5 Re-assessment
- 1.6 Ethics

2. Working with parents of gifted children

- 2.1 Purposes
- 2.2 Problems
- 2.3 What the gifted child needs from parents
- 2.4 Questions to parents
- 2.5 Questions parents may ask

3. The case study

- 3.1 How the case study can be made meaningful
- 3.2 Basic information - with suggested forms
  - 3.21 Identification
  - 3.22 Personal history
  - 3.23 School history
  - 3.24 Test information
- 3.3 Health report
- 3.4 Parent questionnaire
- 3.5 Pupil interest survey
- 3.6 Teacher evaluation of pupil

4. Role of the psychologist in curriculum improvement

- 4.1 Evaluation
  - 4.11 Test construction - for assessing curriculum at higher conceptual levels
  - 4.12 Use of Bloom's Taxonomy of Educational Objectives
- 4.2 A checklist on the school programs for educating the gifted

1. SCREENING AND IDENTIFYING GIFTED PUPILS

1.1 What are the contributions of parents to identification?

Parents can contribute a great fund of information about the child. Since some parents may be reluctant to volunteer information, teachers of young children should be encouraged to initiate conferences early. Some questions to which parents may respond which will give cues to the need for further study and identification are the following:

1. What are his special interests?
2. Does he have hobbies? If so, what are they?
3. When did he learn to read, and, if he is reading, under what circumstances?
4. What kinds of questions does he ask?
5. Does he have any special talents or abilities?
6. What about his playmates and friendships?
7. Does he have any special needs?

1.2 To what factors should teachers be especially alert?

The judgments of kindergarten, first grade, and other teachers are important in the identification of gifted pupils. Teachers need to be alert to the following characteristics so that pupils, at all levels, who might otherwise be overlooked can be referred to the psychologist for study. The characteristics may be set up in check list form, with the request that the teachers list the names of students and the numbers of the characteristics at the bottom of the page, as indicated. Teachers should be made aware that the pupils need not demonstrate all characteristics, or even many. In discussion of the use of such a list, the psychologist should encourage the teachers to append anecdotes to illustrate the items listed.

1. Learns easily and rapidly
2. High energy, alertness, eagerness
3. Advanced ability and interest in reading
4. Large vocabulary; verbal proficiency
5. Unusual power of observation
6. Interest in problem solving, intellectual activity
7. Ability to generalize and apply
8. Retentiveness; wide fund of knowledge
9. Intellectual curiosity; inquisitive mind
10. Power of critical thinking
11. Unusual power of concentration; long attention span
12. Independence in work and study; self-directing
13. Wide interests and abilities
14. Advanced specialized interest of long duration
15. Creative or unusual ideas
16. Comprehension in abstract areas

Adams, Barbara, 4,5,6,10,11
Baker, Bill, 1,2,3,7
Cohen, Al, 14,16,15

1.3 What about testing?

State Board of Education regulations permit the use of group tests for identification purposes for children in grades 4-12; after July 1, 1965, group tests may be used only for children in grades 7-12. Because the regulations require performance at or beyond the 98th percentile on a group intelligence test and on a reading or arithmetic test, as an alternative to an individual test, school personnel should be aware that many children will remain unidentified unless psychologists are allotted time for additional individual testing; others may be inadequately identified.

Individual tests may be required to supplement group tests in the following instances:

1. For the student who ranks high on one group test, but not both
2. For the student whose observed performance is qualitatively much higher than his group intelligence test indicates
3. For the underachiever who displays some of the qualities of giftedness
4. For the culturally underprivileged
5. For those who don't quite attain 98th percentile rating on either group test
6. For the student whose high group test rating is at variance with observed performance
7. For the student referred through teacher observation
8. As an outgrowth of a parent conference
9. For all those who may qualify via individual test but do not do well on group tests.

It is desirable that an individual mental test be administered to all gifted pupils in order to determine more accurately the level and character of their intellectual functioning. In many school districts psychological staff time is limited. Boards of education should be able to budget additional time for the completion of individual studies for gifted pupils, because reimbursement is received for the excess cost of identification. The use of the individual test permits interpretation of abilities to teachers, and thus has a direct effect on curriculum planning. Psychologists should give teachers specific evidence of the following through their tests and interviews:

1. Superior verbal facility
2. Understanding of abstraction
3. Unusual logic
4. Skills, interests
5. Perception of school experiences and needs
6. Special needs
7. The child's approach to learning tasks
8. Implications for educational planning.

1.4 When to identify?

It is important that gifted pupils be identified at an early age. Continuous attention to identification at all grade levels, however, is necessary since not all gifted pupils are identified in the primary grades. The advantages of early identification are:

1. Early attention can be directed to cooperative action with the home.
2. The educational program may be adapted to the pupil's abilities and interests at an early age.

3. Each pupil should have an understanding of his ability and should receive help in establishing appropriate goals as early as possible.
4. Acceleration, if advisable, may take place early in the pupil's experience.

1.5 What about re-assessment?

The purpose of identification is the providion of a basis for proper educational opportunity. Re-assessment may be necessary in the following instances:

1. To insure continuity
2. To re-evaluate a child who is having difficulty in a program
3. To evaluate the effects of unusual environmental factors
4. Because of expressed teacher concern.

1.6 What about ethics in identification?

The psychologist has a responsibility to guard against repeated application of group tests directed toward the qualification of as many children as possible. A line must be drawn between legitimate evaluation and re-evaluation on the one hand, and exploitation on the other. Planning for a gifted child must be based upon accurate information regarding exceptional educational needs insofar as possible. In some instances, the psychologist should discourage as well as encourage placement of mentally gifted minors in specific programs.

Administration of the entire individual test should be the rule in identification, whenever individual tests are used. The complete test protocol should be available for future consideration and evaluation.

2. WORKING WITH PARENTS OF GIFTED CHILDREN

2.1 Purposes

Contacts with parents serve a dual purpose--assistance to parents in working properly with the child and the securing of information which will be of benefit in planning his educational experiences. The contacts will be made in either periodic interviews or in group study meetings dealing with the gifted. The questions which appear later in this section may or may not arise during an initial interview. They are presented here because they do arise frequently.

The parent is probably the best single source of information regarding the gifted child. Through the use of meaningful questions, through planning cooperatively the educational program, and through the use of parent questionnaires such as the one in the case study, the school can acquire data of immeasurable value.

2.2 Problems

One of the first problems which must be faced is that of attitudes. Parents may be concerned about the fact that the child has high intellectual ability and special skills. How do they deal with this fact? They may need to discuss the importance of natural love and acceptance of the child as a child, the importance of avoiding any connotation through labels or manners which imply that he is set apart, special, or different. Knowledge of the child's ability is necessary to the adults who deal with him in planning proper experiences for him. Such knowledge is harmful to the

child and to gifted children in general only when it is used by adults, either parents or teachers, to bring status to themselves. Such status efforts involve the value judgments placed upon gifted children by adults who communicate that their child is gifted, with the implications that (1) the child is superior; (2) that other children possess less value; and (3) that through osmosis, the adults associated with him are likewise superior. Cautions regarding the negative as well as positive aspects of communication may prevent needless hostility toward gifted children in general.

The acceptance of the gifted child by parents is based upon his existence as a beloved human being, not upon the prestige which he may bring his parents by his achievements. Whatever the nature of the child's high abilities, parents need to accept their child for what he is and try to help him to realize his highest potentialities.

Parents may be referred to books and pamphlets such as those by Strang 1/, Brumbaugh 2/, Cutts and Moseley 3/, and others for assistance in understanding and working with their child. Guide sheets which encompass points such as the following may be helpful to them. Such a guide sheet should be discussed thoroughly in an individual or group conference situation.

For Parents of Gifted Children
(Suggested Guide Sheet)

2.3 What the gifted child needs from parents

1. Acceptance -- parents must accept their child as a gifted child. As a child he needs to be accepted for his own sake and not because he brings his parents prestige by his achievements.

2. Parents need to help the gifted child to accept himself. Usually he is well aware that he achieves in a superior fashion to his age-mates in some areas. It is frustrating and discouraging to try to make him believe that he is mediocure. The gifted child should be encouraged to recognize and accept his assets and limitations.

3. Parents need to help their gifted child to win acceptance from others without sacrificing his individuality or ruining his special attributes through an enforced conformity which spells mediocrity. Parents tend to over-emphasize conformity and to teach the child to play down his special gifts so that he may be "popular" with his peer group.

4. Parents need to understand, too, some of the problems that often disturb the gifted--problems of loneliness, of being different from others, of concern over destiny and death, of their intellectual development being out of step with their emotional and social development, of frustration in school work, and in the school situation. Frequent, open discussion of their questions with a mature adult is helpful to them.

1/ Strang, Ruth. Helping Your Gifted Child. New York: Dutton, 1960.
2/ Brumbaugh, Florence and Bernard Roshco. Your Gifted Child. New York: Henry Holt and Company, 1959.
3/ Cutts, Norma and Nicholas Mosley. Teaching the Bright and Gifted. New Jersey: Prentice-Hall, 1957.

5. Parents can do a great deal to foster their child's informal education outside of school. This means early encouragement of the child's reading; providing the child with a wide variety of books, magazines, and pamphlets; providing the child with experiences as visits to zoos museums, art galleries, and civic centers; taking the child on trips around the community and providing for his attending concerts, lectures, exhibitions, and other activities. They can stimulate interest in music, art, dramatics, creative writing, collections and hobbies.

6. Parents need to take time to discuss, stimulate and to listen. They also need to take time to work with the child and to see that the youngster has the opportunity for contact with important people in the field of his major interest.

7. Finally, parents need to help their older gifted child in the field of vocational choice. Here parents can give active help to their child in assisting him to discover his assets and limitations--physical, mental, and social--and to match these with the specifications of different vocations. It is important that the vocation not be a routine job but rather one in which there is opportunity for continued intellectual stimulation and development throughout life.

2.4 Questions to parents

Questions to parents should relate to those types of information which will be helpful to school personnel in planning for the child. The following suggested questions encompass background, attitudes and motivation, special skills, talents and interests, and future plans. Others, of course, will arise during the course of an interview.

1. Background: What special experiences or travel opportunities has the child had? What were his early interests, prior to school entrance? How did he respond to school for the first time? Does he have special outside interests?

2. Attitudes and motivation: How does he seem to perceive his school experience? Is it challenging enough? Does he have too much work? Does he have enough freedom to be creative? Does he have any particularly strong values or attitudes toward school or toward life in general? What is his reaction to failure? Does he feel pressed to achieve? How does he feel about trying new things or making mistakes?

3. Special skills, talents, and interests: What does he do for intertainment when left on his own? Who are his special friends? (regardless of age)

4. Future plans: What are the parents' plans regarding the child's future? Are both parents agreed?

2.5 Questions parents may ask:

The following questions are typical of those parents ask. Consideration of these, the questions listed in Special Programs for Gifted Pupils, and the suggested areas to cover in the response, will help to prepare for the interview.

Typical Question	Suggested Areas to Discuss
1. What makes you think my child is gifted?	1. Academic achievement. Interests and hobbies. Analysis of test data. Quality of classroom participation. Various skills and abilities.
2. She does so well in reading. Why doesn't she do well in arithmetic?	2. Actual arithmetic achievement. Motivational problems, if any. Variations in developmental patterns. Specific plans for improvement.
3. I've heard that IQ tests are inaccurate; what do they actually measure?	3. Relationship to school achievement. School achievement important in school. Not fixed point. Patterns suggested by test protocol.
4. What can I do to help my child develop his talents?	4. Encourage and work with him. Give opportunity for contact with others who have similar interests, regardless of age. Make time in your own schedule for contacts with the child. Maintain a stimulating home library. Visit cultural resources.
5. How do I know whether he is working up to capacity?	5. We can't measure all areas of capacity. He may show uneven patterns of production--not always uniform. Volume is not necessarily a criterion. Use illustrative test content and texts to aid in explanation. Encourage periodic contact with psychologist and teacher. Illustrate with examples of quality of unusual thinking, unusual knowledge, or background.
6. Will he think that he's better than other children?	6. Center on child as child valued for own sake. Term "gifted" is one used only for professional purposes. No more danger here than in injudicious singling out of children in any area. Child may know of ability in one or more areas--needs to understand, but not boast. Help child recognize strengths, special abilities, and good qualities in other children.

7. I want him to be happy and well-adjusted. Will this make him one-sided?	7. Cite evidence (California State Study and others): When child's learning needs are met, he <u>improves</u> in self-attitudes and in relations with others.
8. What about grade acceleration? Is it good for him?	8. Careful individual study is needed. Illustrate areas in which he is more like children in new group than in present group.
9. What kind of vocational information should I give him?	9. Important to answer his questions about occupations. His choices will be complex. Get information from counselor regarding schools, scholarships, etc. Encourage child to set sights high. Make arrangements for the child to observe the work of and to talk with persons from a number of careers.
10. Lately he seems to have lost interest in school work. What should I do?	10. Observe and report back. Referral to psychologist may be indicated.
11. Will he maintain his giftedness?	11. Discuss appropriate areas in items 1 and 5. Depends on combined work of home and school.
12. What about the different abilities in the family? Won't there be problems of jealousy?	12. Avoid comparisons. Treat each child as an individual.

3. <u>THE CASE STUDY</u>

3.1 <u>How can the case study be made meaningful</u>?

The primary purpose of the case study is the accumulation of information which can be utilized for the educational and personal benefit of the pupil. A case study which is initiated as early as possible in the school career of the pupil, and is planned in such a way that it will give a comprehensive, cumulative account of his unique educational needs is desirable. Many persons, including the pupil, contribute useful information. Dated samples of work will be of great assistance to teachers in understanding the capabilities of the pupil.

No effort will be made here to present the kinds of information which are solicited on the typical cumulative record. The suggested data are supplementary to the basic record.

The suggested materials are for the use of classroom teachers and should be readily accessible at all times to them.

The items are presented only in serial order, for adaptation and structuring by school districts.

3.2 Basic Information

3.21 Identification

Name _____
First Middle Last

Date of Birth _____ Age in Years _____ Sex _____
Month Day Year

School _____ Grade _____

Teacher or Counselor _____

Present Address _____ Telephone _____

Father's Name _____ Address _____

Mother's Name _____ Address _____

Date identified as gifted _____

Method identified (check one) Ind. Test ____ Group Tests ____ Judg. ___

Date placed in program _____

3.22 Personal History

Personality Traits (checked by homeroom teacher each year)	Check (✓) where outstanding									
Grade Year	K	1	2	3	4	5	6	7	8	9
1. Is alert beyond his years										
2. Has keen powers of observation										
3. Has a high degree of curiosity										
4. Is highly imaginative										
5. Prefers challenge of difficult problems										
6. Fulfills assigned responsibilities										
7. Sets own high standards										
8. Uses logical reasoning										
9. Quickly adjusts to change										
10. Not easily distracted										
11. Has deep & varied interests										
12. Chooses original methods										
13. Shows keen sense of humor										
14. Is sensitive to feelings of others										

Adjustment status (descriptive terms to be filled in by homeroom teacher each year)

GRADE	ADJUSTMENT		SPECIAL INTERESTS OR HOBBIES
	Personal	Social	
Kdg.			
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			
8th			
9th			

3.23 School History

Grade(s) accelerated _____

Grade(s) repeated _____

Grades Received by Subject _____

Place a check after each special class which pupil has attended in grades 1-9

Grade	1 - 3	4	5	6	7	8	9
Science							
Arithmetic							
For. Lang.							
Writing							
Reading							
Art							
Music							
Other							

Indicate subject area of each special class which students has attended in grades 10 - 12

Grade	10	11	12
Honors class			
Seminar			
College or Univ.			
Special Tutoring			
Group Counseling			
Adv. Placement			

Extracurricular activities: Grades 7-9, 10, 11, 12

3.24 Test Information

A. Individual Intelligence Tests

Stanford-Binet Form_____ Date_____

C.A._____ M.A._____ I.Q._____

WISC Date_____

Verbal I.Q._____ Performance I.Q._____ Total I.Q._____

Check if detailed psychological report is on file_____

B. Group Ability Tests

Intelligence Test

(Name of Test)	Date				Date			
	Score	M.A.	C.A.	I.Q.	Score	M.A.	C.A.	I.Q.
Total I.Q.								
Language I.Q.								
Non-Language I.Q.								

Ability Test

(Form) Name	Date		Date	
	Converted Score	Percentiles	Converted Sc.	Percentiles
Verbal				
Quantitative				
Total				

C. Achievement Tests

Grade	4	5	6	7	8	9	10	11	12
Name of Test									
Form									
Date									
	G.P. or %	G.P. or %	G.P. or %	G.P. or %	G.P. or %	G.P. or %	G.P. or %	G.P. or %	G.P. or %
Reading									
Writing									
Listening									
Soc. Studies									
Mathematics									
Science									

D. Other Information (Include information on interviews with parents, study habits, honors, etc).

3.3 Health Report: Medical Observations

1. County_____ 2. District_____
3. School_____ 4. Pupil_____
5. Sex (circle) B G 6. Grade_____
Vision: R_____ L_____ Corrected: R_____ L_____
Hearing: R_____ L_____ Hearing Defect:_____

Use check only to indicate areas needing attention. Absence of checks will indicate that no problems exist.

	Comments on Areas Needing Attention
Nutrition. . . . . 1.	
Skin. . . . . 2.	
Eyes. . . . . 3.	
Ears. . . . . 4.	
Nose. . . . . 5.	
Teeth. . . . . 6.	
Throat. . . . . 7.	
Heart. . . . . .8.	
Lungs. . . . . .9.	
Abdomen. . . . . 10.	
Genitalia. . . . . 11.	
Orthopedic status. . . . . 12.	
Posture. . . . . 13.	
Neurological status. . . . 14.	
General physical status. . 15.	
General emotional status. .16.	
Other. . . . . 17.	

Signature of physician_____ Date_____

3.4 Parent Questionnaire

1. Name of child_____ 2. Date_____
3. Grade_____ 4. Age_____
5. Describe early indications of superior ability:_____
6. Does the child have any health problems at present?_____
7. Does the child have his own room?_____

8. Private lessons taken by child:

Kind	How long taken	Frequency

9. Trips child has taken

Place	Age

10. Family recreational choices: _____
11. Child's recreational choices: _____
12. Choice of playmates (ages, sex, numbers, etc.) _____
13. How does he get along with his playmates? _____
14. Preferences when he is alone _____
15. Child's membership in out-of-school clubs or groups _____
16. Child's reading interests (favorite books--type, titles, etc.) _____
17. Child's hobbies and collections _____
18. Child's special talents or skills _____
19. Child's special problems or needs at home _____
20. Child's home responsibilities _____
21. Discuss the attitude of the child toward school _____
22. Child's school needs as you see them _____
23. Please describe the child as you see him (personality, attitudes toward home, work, friends, etc.) _____

3.5 Pupil Interest Survey

1. Name of Pupil _____
2. What are your favorite TV programs? _____
3. What are the best books you have read this year? _____
   Why did you like them? _____
4. Of what clubs or organizations are you a member? _____
   Offices held: _____
   Honor or recognition received _____
5. Special activities you take part in at school: _____
6. In which sports are you interested? _____
   Do you play? _____
7. Your favorite recreation: _____
8. List your hobbies: _____
   Do you have other interests? _____ Please list _____
9. List any collections you have made and your age when you made them: _____
10. What is your favorite family recreation? _____
11. Have you taken trips outside of California? ___ Where? _____
12. Do you have a job? _____ What? _____
13. Vocational choice: _____
14. Parents' vocational choice for you: _____
15. What are your educational ambitions? _____
16. How do you plan to finance your education? _____
17. What are your favorite school subjects? _____
    What subjects do you dislike? _____
18. What do you like best about school? _____
    What do you like least? _____
19. As a person I would describe myself as _____

3.6 Teacher Evaluation of Pupil

Pupil _____ Teacher _____ Date _____

Grade _____

Please evaluate this pupil by marking the letter a,b,c,d,e on the line following each item according to the scale below. Think of him in relation to his performance at the start of the year. Make the mark heavy and black.

(a) Marked loss
(b) Diminishing
(c) About the same
(d) Increasing
(e) Marked increase

(Can be set up like IBM answer sheet)

	a	b	c	d	e
1. Ability to solve problems					
2. Knowledge of subject matter areas					
3. Interest in school					
4. Ability to think in terms of the whole and to see parts in relation to the whole					
5. Research skills					
6. Ability to work independently					
7. Status in peer group					
8. Critical thinking ability					
9. Rapport with teacher					
10. Motivation toward learning					
11. Knowledge of basic skills (fundamentals)					
12. Intellectual curiosity					
13. Ability to accept responsibility					
14. Opportunity to create and experiment with ideas and things					
15. Self-understanding					
16. Acceptance of leadership roles					

4. ROLE OF THE SCHOOL PSYCHOLOGIST IN CURRICULUM IMPROVEMENT

4.1 Evaluation

The primary responsibility for curriculum development and improvement is that of the teachers and curriculum staff. Psychologists, however, do have a responsibility for assistance in the evaluation of curriculum plans and practices with reference to their value for gifted children. The components of such evaluation should deal with the merit of curriculum practices as they relate to the abilities of gifted children to conceptualize at abstract levels of thought, to evaluate critically, to develop new ideas, and to interrelate concepts and ideas.

Evaluation of curriculum practices may be approached in many ways. Three are suggested here: The use of a simple check list on the values of curriculum ideas for the gifted, the application of Bloom's Taxonomy of Educational Objectives 4/ to the construction of tests, and a simple general check list of total curriculum processes.

The eight questions below might form all or part of a single evaluation form to be used in the assessment of curriculum ideas which have been advocated for the gifted. Such a process might promote care in selection and discrimination in the adoption of ideas. It could be used easily by small groups of teachers in evaluating suggestions from various resources.

4/ Bloom, Benjamin S. (editor). Taxonomy of Educational Objectives - The Classification of Educational Goals, Handbook I - Cognitive Domain. (New York: David McKay Company, Inc., 1956).

	Yes	No
1. Does the activity provide opportunity for search and discovery?	____	____
2. Does the activity provide for possible variation in response?	____	____
3. Does the activity encourage the testing of new ideas?	____	____
4. Can varied resources be used in the search for answers?	____	____
5. Does the activity provide for self-initiated activities?	____	____
6. Does the activity deal with major universal ideas?	____	____
7. Does the activity provide for the application of ideas to other fields of knowledge?	____	____
8. Does the activity have unique value for gifted children, in terms of conceptualization level?	____	____

Bloom's Taxonomy of Educational Objectives 5/ ranges from specifics to the organization and synthesis of abstractions in the divisions of knowledge and intellectual abilities and skills. Since the curriculum for the gifted should deal with the application and extension of knowledge, any tests of its effectiveness should also deal with this level.

Test construction directed toward assessment of curriculum at higher conceptualization levels serves to improve both curriculum and evaluation. Work with teachers in the construction of test items can produce examinations of a higher order in various areas, and can lead to a coordinated effort in curriculum improvement.

The following sample test items 6/ constructed by a group of secondary geography teachers illustrate well the extensions possible in evaluation when attention is focussed on major ideas and their interpretation:

Production of a Plan or a Proposed set of Operations

1. You have been selected by the Administrators of the Peace Corps to go to Peru. What geographic material would you investigate and what plans would you make to indicate that you have prepared intelligently and well to serve both the interests of your country and hemispheric peace?

Synthesis

2. From the following facts, make an accurate generalization.
   a. Most of the surface of the earth has relatively few people or none at all.
   b. Most of the people of the earth are concentrated in a few relatively small areas.

Evaluation

3. Defend or attack. Egypt is a Russian stronghold.

Judgement in Terms of External Criteria

4. Why is America Misunderstood?

   "It is facile to ascribe any sizable misunderstanding to envy on the part of nations with lower living standards, a shallow cause often cited; deeper reasons behind our nation's being misunderstood are (a) an extraordinary American addiction to self-criticism; (b) insensitivity to other people's pride of country and culture; and (c) the special position America has in the world."

   Essay: Defend or attack the validity of the above. Consider subjects published or played down in newspapers, magazines, and other information media, depicting American life and attitudes. Evaluate U. S. press reports about foreign countries. Review the principles upon which America was founded and the consequent expectations in the eyes of the world.

5/ Id.
6/ Grossmont Union High School District

A general check list may be used by school personnel to assess their general success in planning adequate educational opportunities for the gifted. Such a check list is presented below:

4.2 A Checklist on the School Programs for the Education of the Gifted 7/

____1. Does the school have a systematic plan for identifying gifted children?
____2. Has the staff developed a list of points which they consider in identifying the gifted?
____3. Are teachers encouraged to report behavior or incidents which may be helpful in recognizing and guiding the gifted?
____4. Is there a specific program for alerting teachers to the needs of individual pupils with intellectual or creative gifts?
____5. Are the needs of the gifted kept in mind in building schedules, developing curriculum programs, selecting books and other instructional materials, planning teacher assignments, and assigning pupils to teachers and classes?
____6. Does the school make it possible for gifted children to pursue areas of interest or talent by modifying individual programs to the extent necessary?
____7. Does the school have individuals or a committee on the lookout for ways in which the school program can better serve the gifted?
____8. Is there a program of articulation with feeding schools concerning the gifted when planning their program in the new school?
____9. Is curriculum planning geared, in part, to the interests and abilities of the gifted?
____10. Is there appraisal of the curriculum to determine the extent to which it serves the gifted?
____11. Are gifted pupils given an opportunity to work with other pupils in the area of their special aptitude?
____12. Does the school have books, equipment and materials which challenge gifted pupils?
____13. Are trips, projects, special studies, and activities planned with a view toward broadening and challenging the gifted?
____14. Does the school have a specific program for directing gifted students to out-of-school opportunities for pursuit of intellectual interests and creative hobbies?
____15. Are interested teachers encouraged to do experimental work and make studies using their own classes and school situations as laboratories for research?
____16. Are teachers encouraged to modify classroom approaches and procedures to serve the interests, backgrounds, and capabilities of individual pupils and groups of pupils who are gifted?
____17. Does someone in the school have the specific responsibility of following up gifted or talented pupils who have gone on to higher schools?
____18. Does the school allow time for gifted youth to interview teachers, counselors, supervisors, department chairmen, or admission officers of schools or colleges?
____19. Has the school a program of parent conferences to help deal appropriately and effectively with their gifted?
____20. Have arrangements been made with some community agencies to provide an outlet for the intellectual and creative interests of children identified as gifted?

7/ Developed by the Oakland Public Schools, Department of Research, Merle Elliott, Director, January, 1958.

___21. Are parents with particular intellectual, artistic, scientific, social or technological capabilities asked to work with individual pupils or groups of gifted pupils?

___22. Are available persons who have special interest, background and competency for dealing with the gifted and talented invited to work with individual teachers or groups of teachers?

___23. Does the school make available to teachers new books, research, and articles dealing with the gifted?

___24. Do teachers have an opportunity to observe in other schools in which programs are under way to help gifted pupils?

___25. Are specific school, department, or group meetings, planned to consider problems related to the identification, guidance, teaching and motivation of the gifted?

___26. Are teachers helped to understand the nature of giftedness, talent, and creativity, and what measures will help to bring potentials to fruition?